

State of Hawaii
DEPARTMENT OF LAND AND NATURAL RESOURCES
Division of Aquatic Resources
Honolulu, Hawaii 96813

May 13, 2010

Board of Land
and Natural Resources
Honolulu, Hawaii

Request for Authorization and Approval to Issue a Papahānaumokuākea Marine National
Monument Education Permit to Vincent Collins, National Oceanic and Atmospheric
Administration, Papahānaumokuākea Marine National Monument, for Access to State Waters to
Conduct an Interdisciplinary Educators Program

The Division of Aquatic Resources (DAR) hereby submits a request for your authorization and approval for issuance of a Papahānaumokuākea Marine National Monument education permit to Vincent Collins, Education and Technology Coordinator, of the National Oceanic and Atmospheric Administration (NOAA), Papahānaumokuākea Marine National Monument, pursuant to § 187A-6, Hawaii Revised Statutes (HRS), chapter 13-60.5, Hawaii Administrative Rules (HAR), and all other applicable laws and regulations.

The education permit, as described below, would allow entry and activities to occur in the Papahānaumokuākea Marine National Monument (Monument), including the NWHI State Marine Refuge and the waters (0-3 nautical miles) surrounding the following sites:

- Nihoa Island
- Necker Island (Mokumanamana)
- French Frigate Shoals

The activities covered under this permit would occur between June 17, 2010 and June 26, 2010.

The proposed activities are largely a renewal of activities previously permitted and conducted in the Monument.

INTENDED ACTIVITIES

The applicant proposes taking a group of 20 formal, informal, and traditional knowledge educators to Papahānaumokuākea Marine National Monument aboard NOAA Ship HI'IALAKAI. The purpose of this activity is to provide an opportunity for educators, cultural experts, marine managers, scientists, and community leaders to visit the Monument, its habitats and wildlife, and subsequently share this experience with their students and communities.

Participants for this expedition have been selected from Hawai'i, Marquesas, and Phoenix Islands. All have demonstrable track records of educational leadership within their local communities.

During the voyage participants would have ample opportunity to share the condition of marine resources and knowledge of traditional management practices in their home communities with each other, as well as share and exchange ways they educate students and local communities about natural resource conservation.

Participants would attend two pre-cruise workshops to propose, structure and develop projects that they would work on with the researchers in the three primary focus areas (listed below). Participants would also get training in safety, how to have a minimal impact while visiting the Monument, and natural and cultural history of Papahānaumokuākea.

While in the Monument, activities conducted would include swimming and snorkeling at Nihoa, Mokumanamana and at French Frigate Shoals, possible shore access at Tern Island, Nihoa, and Mokumanamana, working with and learning from researchers with expertise in the NWHI, and learning from each other about marine and terrestrial conservation issues in the participant's respective regions. Participants would rotate between western and cultural researcher pairs focusing around research currently undertaken in three areas: 1) 'Opihi (traditional cultural monitoring and observation and western scientific monitoring methods), 2) Shark biology (e.g. tagging and tracking) and cultural significance related to sites within Papahānaumokuākea and 3) Monitoring and mapping of Nihoa and Mokumanamana Native Hawaiian cultural sites.

Participants would be expected to write blogs of their experience, conduct interviews, communicate with media, collect imagery, and where possible interact with students and communities in their local areas. Tools for communication as well as training in use of these tools would be provided to participants prior to, and during the cruise.

Nightly informational presentations and informal discussions would be held aboard NOAA Ship HI'IALAKAI for further interaction between educators and researchers and between the western and cultural researchers themselves.

The structure for this expedition would be similar to previous education focused expeditions conducted in 2005 and 2008 for which the applicant (Collins) was also the Chief Scientist. The primary difference is that this expedition would emphasize interdisciplinary approaches to learning and sharing of information, with a tighter integration between Western science and Native Hawaiian methods of understanding, interpreting and managing natural resources.

The activities proposed by the applicant directly support the Monument Management Plan's action plan 3.5.4 – Ocean Ecosystems Literacy, specifically activity OEL 1.5: *Continue Teacher and Class-at-Sea programs on an annual basis*: “Annual expeditions will be planned in conjunction with educational opportunities with state and FWS partners.” (PMNM MMP Vol 1, p.288).

The activities described above may require the following regulated activities to occur in State waters:

- ☒ Swimming, snorkeling, or closed or open circuit SCUBA diving within any Special Preservation Area or Midway Atoll Special Management Area

REVIEW PROCESS:

The permit application was sent out for review and comment to the following scientific and cultural entities: Hawaii Division of Aquatic Resources, Hawaii Division of Forestry and Wildlife, Papahānaumokuākea Marine National Monument (NOAA/NOS), NOAA Pacific Islands Regional Office (NOAA-PIRO), United States Fish and Wildlife Service Hawaiian and Pacific Islands National Wildlife Refuge Complex Office, and the Office of Hawaiian Affairs (OHA). In addition, the permit application has been posted on the Monument Web site since March 15th, giving the public an opportunity to comment. The application was posted within 40 days of its receipt, in accordance with the Monument's Public Notification Policy.

Comments received from the scientific community are summarized as follows:

Scientific reviews support the acceptance of this application. No concerns were raised.

Comments received from the Native Hawaiian community are summarized as follows:

Cultural reviews support the acceptance of this application. No concerns were raised.

Comments received from the public are summarized as follows:

No comments were received from the public on this application.

Additional reviews and permit history:

Are there other relevant/necessary permits or environmental reviews that have or will be issued with regard to this project? (e.g. MMPA, ESA, EA) Yes ☒ No ☐

If so, please list or explain:

- The proposed activities are in compliance with the National Environmental Policy Act.
- The Department has made an exemption determination for this permit in accordance with chapter 343 HRS, and Chapter 11-200, HAR. See Attachment (“DECLARATION OF EXEMPTION FROM THE PREPARATION OF AN ENVIRONMENTAL ASSESSMENT UNDER THE AUTHORITY OF CHAPTER 343, HRS AND CHAPTER 11-200 HAR, FOR PAPAĀNAUMOKUĀKEA MARINE NATIONAL MONUMENT EDUCATION PERMIT TO VINCENT COLLINS, NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION, PAPAĀNAUMOKUĀKEA MARINE NATIONAL MONUMENT, FOR ACCESS TO STATE WATERS TO CONDUCT AN INTERDISCIPLINARY EDUCATORS PROGRAM UNDER PERMIT PMNM-2010-040”).

Has Applicant been granted a permit from the State in the past? Yes ☒ No ☐

If so, please summarize past permits:

- The Applicant was granted permit PMNM-2008-040 to conduct similar work in 2008.

Have there been any a) violations: Yes ☐ No ☒
b) Late/incomplete post-activity reports: Yes ☐ No ☒

Are there any other relevant concerns from previous permits? Yes ☐ No ☒

STAFF OPINION:

DAR staff is of the opinion that Applicant has properly demonstrated valid justifications for his application and should be allowed to enter the NWHI State waters and to conduct the activities therein as specified in the application with the following special instructions and conditions, which are in addition to the Papahānaumokuākea Marine National Monument Education Permit General Conditions. All suggested special conditions have been vetted through the legal counsel of the Co-Trustee agencies (see Recommendation section).

MONUMENT MANAGEMENT BOARD OPINION:

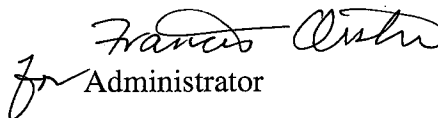
The MMB is of the opinion that the Applicant has met the findings of Presidential Proclamation 8031 and this activity may be conducted subject to completion of all compliance requirements. The MMB concurs with the special conditions recommended by DAR staff.

RECOMMENDATION:

That the Board authorize and approve an Education Permit to Vincent Collins, NOAA, Papahānaumokuākea Marine National Monument, with the following special conditions:

1. To prevent introduction of disease or the unintended transport of live organisms, the permittee must comply with the disease and transport protocols attached to this permit.
2. Tenders and small vessels must be equipped with engines that meet EPA emissions requirements.
3. Refueling of tenders and all small vessels must be done at the support ships and outside the confines of lagoons or near-shore waters in the State Marine Refuge.
4. No fishing is allowed in State Waters except as authorized under State law for subsistence, traditional and customary practices by Native Hawaiians.

Respectfully submitted,


Administrator

APPROVED FOR SUBMITTAL


LAURA H. THIELEN
Chairperson

Papahānaumokuākea Marine National Monument
EDUCATION Permit Application

NOTE: *This Permit Application (and associated Instructions) are to propose activities to be conducted in the Papahānaumokuākea Marine National Monument. The Co-Trustees are required to determine that issuing the requested permit is compatible with the findings of Presidential Proclamation 8031. Within this Application, provide all information that you believe will assist the Co-Trustees in determining how your proposed activities are compatible with the conservation and management of the natural, historic, and cultural resources of the Papahānaumokuākea Marine National Monument (Monument).*

ADDITIONAL IMPORTANT INFORMATION:

- Any or all of the information within this application may be posted to the Monument website informing the public on projects proposed to occur in the Monument.
- In addition to the permit application, the Applicant must either download the Monument Compliance Information Sheet from the Monument website OR request a hard copy from the Monument Permit Coordinator (contact information below). The Monument Compliance Information Sheet must be submitted to the Monument Permit Coordinator after initial application consultation.
- Issuance of a Monument permit is dependent upon the completion and review of the application and Compliance Information Sheet.

INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED

Send Permit Applications to:

Papahānaumokuākea Marine National Monument Permit Coordinator

6600 Kalaniana'ole Hwy. # 300

Honolulu, HI 96825

nwhipermit@noaa.gov

PHONE: (808) 397-2660 FAX: (808) 397-2662

**SUBMITTAL VIA ELECTRONIC MAIL IS PREFERRED BUT NOT REQUIRED. FOR
ADDITIONAL SUBMITTAL INSTRUCTIONS, SEE THE LAST PAGE.**

Papahānaumokuākea Marine National Monument Permit Application Cover Sheet

This Permit Application Cover Sheet is intended to provide summary information and status to the public on permit applications for activities proposed to be conducted in the Papahānaumokuākea Marine National Monument. While a permit application has been received, it has not been fully reviewed nor approved by the Monument Management Board to date. The Monument permit process also ensures that all environmental reviews are conducted prior to the issuance of a Monument permit.

Summary Information

Applicant Name: Vincent A Collins

Affiliation: NOAA/NOS/ONMS/PMNM

Permit Category: Education

Proposed Activity Dates: 6/17/10 - 6/26/10

Proposed Method of Entry (Vessel/Plane): NOAA Ship Hi'ialakai

Proposed Locations: Nihoa, Mokumanamana, French Frigate Shoals

Estimated number of individuals (including Applicant) to be covered under this permit: 22

Estimated number of days in the Monument: 10

Description of proposed activities: (complete these sentences):

a.) The proposed activity would...

Provide an opportunity for educators, cultural experts, marine managers, scientists, and community leaders to visit Papahānaumokuākea Marine National Monument (Monument), habitats and wildlife, for the purpose of learning about management concerns for Papahānaumokuākea, and sharing their methods and expertise with each other and the experience with their respective students and communities. Through interacting with coral reef and terrestrial ecosystems in their natural state the group will be empowered to effect change in their local communities by sharing their personal experience, and working with the research focus teams on projects over the coming year. These projects will be developed by the participants during the two pre-cruise workshops.

Formal, informal, and traditional knowledge educators for this expedition would be selected from Hawai'i, and during the voyage would have ample opportunity to share the condition of marine resources and knowledge of traditional management practices in their home communities with other participants. The group would also have opportunities to share and exchange ways they educate students and local communities about natural resource conservation.

b.) To accomplish this activity we would

Choose several educators, cultural experts, marine managers, scientists, and community leaders from Hawaii. These individuals would be selected with input from their local communities. Well qualified individuals will have a demonstrable track record of leadership within their local communities and professions. Participants chosen for this expedition will be expected to share

their experience with their students, fellow educators, local communities, and peers, as well as initiate and/or support efforts for marine conservation and research in their communities.

Participants would attend two pre-cruise workshops to propose, structure and develop projects that they will work on with the researchers in the three primary focus areas (listed below). These projects will be of an interdisciplinary character and thus will integrate knowledge from the participants as well as the researchers to embrace traditional and Western scientific methods of understanding. The participants will also meet on O'ahu for three days prior to departure for training in safety, Best Management Practices in the Monument, and natural and cultural history of Papahānaumokuākea. This training would be conducted by Monument co-trustees as well as expedition partners such as Waikiki Aquarium, Hanalei Bay, the Office of Hawaiian Affairs (OHA), Monument research community and others. Participants would also meet with previous members of education expeditions to Papahānaumokuākea and be introduced to the "Alaka'i" or Ambassadors to the Monument who would share their experience and welcome this new group into the growing community of researchers and educators with kuleana of stewardship for this special ocean region. The Alaka'i program was born out of the Midway Education Program Visioning session held in January of 2008, and is a program that envisions a hui of education and community leaders who have taken on the personal goal of spreading awareness of the NWHI while utilizing the lessons these "kūpuna" islands have to teach us to enhance stewardship in our local communities.

While in the Monument activities conducted would include swimming and snorkeling at Nihoa, Mokumanamana and at French Frigate Shoals, possible shore access at Tern Island, Nihoa, and Mokumanamana, working with and learning from researchers with expertise in the NWHI, and learning from each other about marine and terrestrial conservation issues in the participant's respective regions. Participants would rotate between three western and cultural researcher pairs focusing around research currently undertaken in three areas: 1) 'Opihi (traditional cultural monitoring and observation and western scientific monitoring methods), 2) Shark biology (e.g. tagging and tracking) and cultural significance related to sites within Papahānaumokuākea and 3) Monitoring and mapping of Nihoa and Mokumanamana Native Hawaiian cultural sites.

Participants would be expected to write blogs of their experience, conduct interviews, communicate with media, collect imagery, and where possible interact with students and communities in their local areas. Tools for communication as well as training in use of these tools would be provided to participants prior to, and during the cruise.

c.) This activity would help the Monument by ...

Continuing to build upon the educational support base for Papahānaumokuākea and develop new ideas for integrating Western science, traditional knowledge and educational techniques. This permit application relates directly to the Monument Management Plan and is described in the Ocean Ecosystem Literacy Action Plan, Activity OEL 1.5: *Continue Teacher and Class-at-Sea programs on an annual basis*: "Annual expeditions will be planned in conjunction with educational opportunities with state and FWS partners." (PMNM MMP Vol 1, p.288). It also helps to meet Activity MCS-3.3: *Include an educational component in marine research expeditions*, and MCS-3.4: *Use materials gathered and created through research to develop*

orenhance education and outreach products by connecting educators , community leaders and cultural experts with the three research focus areas onboard the expedition. Several additional MMP activities are also addressed by this expedition, they are:

Activity NHCH-3.1: Assess Monument cultural resource capacity.

Activity NHCH-3.2: Increase knowledge base of Native Hawaiian values and cultural information through “in-reach” programs for research managers.

Activity NHCH-4.2: Develop and implement specific preservation and access plans, as appropriate, to protect cultural sites at Nihoa and Mokumanamana.

Activity NHCH-5.3: Integrate Native Hawaiian values and cultural information into the Monument permittee education and outreach program.

These activities are also described in the Monument Management Plan EA, “The natural environment would be protected and the strong cultural and spiritual ties of Native Hawaiians to the NWHI would be maintained through educational expeditions to the NWHI. An example of this is activities that continue to provide educational opportunities for teachers and students at the NWHI (OEL-1.5, OEL 1.8). Through public outreach, the Monument could garner public support for protecting and properly managing cultural and historic resources. This could result in beneficial effects on cultural and historic resources. (PMNM MMP Vol 2, p. 197).

Other information or background: The structure for this expedition would be similar to previous education focused expeditions conducted in 2005 and 2008 for which the applicant (Collins) was also the Chief Scientist. The primary difference is that this expedition would emphasize interdisciplinary approaches to learning and sharing of information, with a tighter integration between Western science and Native Hawaiian methods of understanding, interpreting and managing natural resources.

Section A - Applicant Information

1. Applicant

Name (last, first, middle initial): Collins, Vincent, A

Title: NOAA/OMNS/Papahānaumokuākea Marine National Monument Education and Technology Coordinator

1a. Intended field Principal Investigator (See instructions for more information):
Vincent A. Collins

2. Mailing address (street/P.O. box, city, state, country, zip):

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

For students, major professor's name, telephone and email address:

3. Affiliation (institution/agency/organization directly related to the proposed project):
National Oceanic and Atmospheric Administration (NOAA) / National Ocean Service (NOS) /
Office of National Marine Sanctuaries (ONMS) / Papahānaumokuākea Marine National
Monument (PMNM)
Department of Interior (DOI) / U.S. Fish and Wildlife Service (USFWS)
State of Hawaii, Department of Land and Natural Resources (DLNR)
Office of Hawaiian Affairs (OHA)
NOAA Office of National Marine Sanctuaries
NOAA Teacher At Sea Program
Phoenix Islands Protected Area (PIPA)
French Marine Protected Areas Agency

4. Additional persons to be covered by permit. List all personnel roles and names (if known at time of application) here (e.g. John Doe, Teacher; Jane Doe, Videographer):

1. Vincent A Collins, PI, and Chief Scientist
2. Randall Kosaki Ph.D., Science Coordinator
3. Hokuala Johnson, Assistant Coordinator
4. Pelika Bertelman, Educator (University of Hawaii at Hilo)
5. Michelle Kapana-Baird, Educator, Cultural Practitioner (Kaiser High School)
6. Jessica Carew, Educator (Hawaii School for Girls)
7. William Ailā, Cultural Practitioner, Resarcher (State of Hawaii DLNR)
8. Chad Paishon, Educator, Navigator, Cultural Practitioner
9. Chris Bird Ph.D., Researcher (Hawaii Institute of Marine Biology)
10. Hank Eharis, Cultural Practitioner, Researcher (Na Mamo o Muole'a)
11. Walter Pu, Cultural Practitioner, Researcher (Na Mamo o Muole'a)
12. Carl Meyer Ph.D., Researcher (Hawaii Institute of Marine Biology)
13. TBN Assistant Researcher for Dr. Meyer
14. Keola Awong, Educator, Cultural Practitioner (Hawaii Volcanoes National Park)
15. Heidi Kai Guth, Marine Manager (Office of Hawaiian Affairs)
16. Russell Amimoto, Educator, Navigator (The Nature Conservancy)
17. Anan Raymond, Archaeologist, Marine Manager (U.S. Fish and Wildlife Service)
18. TBN Marine Manager, Phoenix Islands Protected Area
19. TBN Ethnographer, Marine Manager, French Polynesia
20. TBN Archaeologist, Marine Manager, French Polynesia

Section B: Project Information

5a. Project location(s):

		<u>Ocean Based</u>	
<input checked="" type="checkbox"/> Nihoa Island	<input checked="" type="checkbox"/> Land-based	<input checked="" type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input checked="" type="checkbox"/> Necker Island (Mokumanamana)	<input checked="" type="checkbox"/> Land-based	<input checked="" type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input checked="" type="checkbox"/> French Frigate Shoals	<input checked="" type="checkbox"/> Land-based	<input checked="" type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Gardner Pinnacles	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Maro Reef			
<input type="checkbox"/> Laysan Island	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Lisianski Island, Neva Shoal	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Pearl and Hermes Atoll	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Midway Atoll	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Kure Atoll	<input type="checkbox"/> Land-based	<input type="checkbox"/> Shallow water	<input type="checkbox"/> Deep water
<input type="checkbox"/> Other			

NOTE: There is a fee schedule for people visiting Midway Atoll National Wildlife Refuge via vessel and aircraft.

Location Description:

Application is for land and ocean – based activities.

5b. Check all applicable regulated activities proposed to be conducted in the Monument:

- ☐ Removing, moving, taking, harvesting, possessing, injuring, disturbing, or damaging any living or nonliving Monument resource
- ☐ Drilling into, dredging, or otherwise altering the submerged lands other than by anchoring a vessel; or constructing, placing, or abandoning any structure, material, or other matter on the submerged lands
- ☐ Anchoring a vessel
- ☐ Deserting a vessel aground, at anchor, or adrift
- ☐ Discharging or depositing any material or matter into the Monument
- ☐ Touching coral, living or dead
- ☐ Possessing fishing gear except when stowed and not available for immediate use during passage without interruption through the Monument
- ☐ Attracting any living Monument resource
- ☐ Sustenance fishing (Federal waters only, outside of Special Preservation Areas, Ecological Reserves and Special Management Areas)
- ☐ Subsistence fishing (State waters only)
- ☒ Swimming, snorkeling, or closed or open circuit SCUBA diving within any Special Preservation Area or Midway Atoll Special Management Area

6 Purpose/Need/Scope *State purpose of proposed activities:*

The proposed activities would provide an opportunity for educators to experience Papahānaumokuākea and learn about the resources of the Northwestern Hawaiian Islands through Native Hawaiian and western research perspectives. Groups of educators and marine managers (formal and informal) would rotate between three western and cultural researcher pairs focusing around ongoing Monument research efforts in the following areas: 1) 'Ōpihi (traditional cultural evaluation and western scientific monitoring methods), 2) Shark biology (tagging, tracking) and cultural significance of manō and 3) Monitoring and mapping of Nihoa and Mokumanamana cultural sites.

The proposed activities would aim to bridge the gap between research methodologies and approaches from a western perspective and from a Native Hawaiian perspective. For example, in order to assess 'opihi populations; the cultural research team might use visual assessments of nearshore areas where 'opihi are located, whereas the western scientists would more be more likely to use a transect line and count and size each animal encountered. In order to expose educators to western and cultural methodologies, they would be involved in both practices and learn the benefits and drawbacks of different methodologies. In addition, when appropriate, western and traditional scientists would assist on each others' respective projects in order to gain insight and exposure to different methodologies and perspectives.

Through experiencing Papahānaumokuākea and the different approaches cultural and western researchers bring to their projects and their similarities and differences these educators (and the researchers themselves) would be empowered to bring new dimensions of learning and ideas into their classrooms and communities.

Formal, informal, and traditional knowledge educators for this expedition would be selected from Hawai'i, and during the voyage would have ample opportunity to share the condition of marine resources and knowledge of traditional management practices in their home communities with other participants. The group would also have opportunities to share and exchange ways they educate students and local communities about natural resource conservation.

7. Answer the Findings below by providing information that you believe will assist the Co-Trustees in determining how your proposed activities are compatible with the conservation and management of the natural, historic, and cultural resources of the Monument:

The Findings are as follows:

a. How can the activity be conducted with adequate safeguards for the cultural, natural and historic resources and ecological integrity of the Monument?

All activities contained in this permit application were permitted over prior years and have demonstrated no impact on Monument cultural, natural and historic resources. All consultations (e.g. Section 106 NHPA) and compliance requirements would be completed prior to departure.

There will be a group of Native Hawaiian practitioners / researchers on this voyage who are experienced in proper protocol and will help to ensure the entire group enters Papahānaumokuākea with proper intent and that all resources are treated with respect and care. The Papahānaumokuākea Native Hawaiian Cultural Working Group will be consulted on this permit application to ensure everything is properly planned and implemented.

b. How will the activity be conducted in a manner compatible with the management direction of this proclamation, considering the extent to which the conduct of the activity may diminish or enhance Monument cultural, natural and historic resources, qualities, and ecological integrity, any indirect, secondary, or cumulative effects of the activity, and the duration of such effects?

This activity seeks to provide a truly interdisciplinary experience to educators / community leaders by allowing them to interact with western scientists and cultural researchers studying and monitoring the same resources (e.g. 'opihi, sharks, and cultural sites) in the field.

This activity is part of the following Monument Management Plan Action Plans:

- NHCH 2.3: Facilitate cultural field research and cultural education opportunities annually;
- NHCH 2.6: Continue to facilitate Native Hawaiian cultural access;
- NHCH-3.1: Assess Monument cultural resource capacity;
- NHCH-3.2: Increase knowledge base of Native Hawaiian values and cultural information through “in-reach” programs for research managers;
- NHCH-4.2: Develop and implement specific preservation and access plans, as appropriate, to protect cultural sites at Nihoa and Mokumanamana;
- NHCH-5.3: Integrate Native Hawaiian values and cultural information into the Monument permittee education and outreach program;
- MCS 3.3: Include an educational component in marine research expeditions;
- MCS 3.4: Use materials gathered and created through research to develop orenhance education and outreach products
- OEL 1.5: Continue Teacher and Class-at-Sea programs on an annual basis; and
- CBO 3.3: Continue to sseek out and support partnership opportunities that focus on Oceania-related issues.

This permit application relates directly to the Monument Management Plan and is described in the Ocean Ecosystem Literacy Action Plan, Activity OEL 1.5: *Continue Teacher and Class-at-Sea programs on an annual basis*: “Annual expeditions will be planned in conjunction with educations opportuntieis with state and FWS partners.” (PMNM MMP Vol 1, p.288).

These activities are also desscribed in the Monument Management Plan EA, “The natural environment would be protected and the strong cultural and spiritual ties of Native Hawaiians to the NWHI would be maintained through educational expeditions to the NWHI. An example of this is activities that continue to provide educational opportunities for teachers and students at the NWHI (OEL-1.5, OEL 1.8). Through public outreach, the Monument could garner public

support for protecting and properly managing cultural and historic resources. This could result in beneficial effects on cultural and historic resources. (PMNM MMP Vol 2, p. 197).

Per 7a above, all activities obtained in this permit application were permitted over prior years and have demonstrated no impact on Monument cultural, natural and historic resources. All consultations (e.g. Section 106 NHPA) and compliance requirements would be completed prior to departure. All personnel named in this permit would have ample pre-access training and tests (e.g. snorkeling and hiking on steep, rugged terrain) prior to entering Papahānaumokuākea. Activities proposed in this application would have no cumulative effect.

c. Is there a practicable alternative to conducting the activity within the Monument? If not, explain why your activities must be conducted in the Monument.

There is no practicable alternative to conducting the activity within the Monument. Papahānaumokuākea provides sharp contrast to the Main Hawaiian Islands and the communities in which the participants live. The pristine nature of Papahānaumokuākea and the interdisciplinary approach to this voyage would serve to inspire and empower educators, practitioners, and researchers alike to complement their current education / leadership styles with new, innovative ideas which could include comparing and contrasting western / cultural approaches to looking at the health of difference species and ecosystems and the definition of “healthy” from western vs. cultural perspectives.

d. How does the end value of the activity outweigh its adverse impacts on Monument cultural, natural and historic resources, qualities, and ecological integrity?

Educational expeditions are necessarily limited to reduce impact of human presence, but a minimal level of presence by individuals who have demonstrable track records as change agents in their communities is acceptable given that the cumulative beneficial impact of sharing of their experience would help improve overall human relations to their natural environments. This human connection is important to help build a contingent of advocates for ongoing protection of the Monument, and to affect changes in how we relate to our local environments. There would be no adverse impacts incurred as a result of the proposed activities and the educators making personal connections to Papahānaumokuākea and it is required that they return from this experience and share what they learned.

e. Explain how the duration of the activity is no longer than necessary to achieve its stated purpose.

Ten days is just enough to experience a diversity of habitats in Papahānaumokuākea – from basalt marine ecosystems (Nihoa and Mokumanamana) to nearly pristine coral reef and native terrestrial areas (Nihoa, Mokumanamana and French Frigate Shoals) and for some, land-based observations and monitoring Native Hawaiian cultural sites.

f. Provide information demonstrating that you are qualified to conduct and complete the activity and mitigate any potential impacts resulting from its conduct.

The Chief Scientist and Principal Investigator (PI) on this permit application (Collins) conducted similar expeditions during three previous trips to the Monument, and has worked for the Monument for the last eight years. The PI has also been engaged in developing many of the protocols designed to limit impact and has partnered with other groups to help conduct safety training for participants to help evaluate their comfort level in the water and physical ability.

g. Provide information demonstrating that you have adequate financial resources available to conduct and complete the activity and mitigate any potential impacts resulting from its conduct.

This is a fully-funded NOAA activity and conducted under the Federal government. The federal government is self-insured.

h. Explain how your methods and procedures are appropriate to achieve the proposed activity's goals in relation to their impacts to Monument cultural, natural and historic resources, qualities, and ecological integrity.

The PI is fully capable of leading a team of educators to Papahānaumokuākea to experience research and management of natural resources through interacting with interdisciplinary teams (cultural and western researchers). As previously stated, the aforementioned projects (shark monitoring and tagging, 'opihi traditional and western monitoring and monitoring and mapping of cultural sites on Nihoa and Mokumanamana), were undertaken in the past with no impact on cultural, natural or historic resources. All personnel named in this permit would have ample pre-access training and tests (e.g. snorkeling and hiking on steep, rugged terrain) prior to entering Papahānaumokuākea.

i. Has your vessel has been outfitted with a mobile transceiver unit approved by OLE and complies with the requirements of Presidential Proclamation 8031?

This activity would be undertaken aboard NOAA Ship HIALAKAI which is outfitted with a type-approved, working vessel monitoring system.

j. Demonstrate that there are no other factors that would make the issuance of a permit for the activity inappropriate.

There are no factors that would make the issuance of a permit for this activity inappropriate. The PI is a repeat permittee and has complied with all permit conditions and reporting requirements in the past.

8. Procedures/Methods:

Shark Education / Research

Participants would accompany shark scientist Dr. Carl Meyer (permit application pending) and cultural research experts into the field on tagging, monitoring and observation activities. Methods for capturing and tagging sharks and fishes are outlined in Dr. Meyer's permit

application (application number PMNM-2010-019: PDF version located at: http://papahanaumokuakea.gov/resource/app/pmnm_2010_019a.pdf. All activities would be conducted off small boats (Ambar or Safeboats) and would allow participants to be briefed on topics ranging from the movement patterns of top predators to mo'olelo and cultural significance of certain areas in Papahānaumokuākea related to sharks and other fishes.

'Ōpihi Education / Research

Participants would accompany 'opihi scientist Dr. Chris Bird and cultural researchers Hank Eharis and Walter Pu aboard small boats to observe and snorkel around 'opihi monitoring sites on Nihoa, Mokumanamana and La Perouse Pinnacle while the research team conducts its monitoring activities (see methodology below). Participants would observe the researchers conducting monitoring activities (e.g. taking measurements and observations of 'opihi habitat), but not access the nearshore areas for the 'opihi project. Participants would receive briefings by researchers on both traditional cultural 'opihi monitoring techniques and the cultural significance of 'opihi and western monitoring / genetic research activities.

Monitoring Methodology:

- Visual assessments of nearshore areas (intertidal areas, nothing beyond the “splash zone”) where 'opihi are located;
- Placement of temporary belt transects in 10 foot increments;
- Assess, count, and record number, species, and class size, population density, rigosity, species range, community structure and distribution, substrate type, limu type/density, crustose/turf/marcoalgae proportions, other species proportions/ratio (e.g. ha'uke'uke), presence of natural predators, freshwater input, etc.;
- Use of digital camera and wet/dry notes to record observations.

To complete this project, the research team (Bird, Eharis, and Pu) would require access to nearshore areas that contain 'opihi habitat (e.g. La Perouse Pinnacle). The research team would adhere to all Monument requirements (e.g. cessation of work if Hawaiian monk seals are encountered, adhering to Monument quarantine requirements and gear disinfection protocols) while undertaking this project.

Archaeology Education / Research

Participants including international archaeologists and an ethnographer from Phoenix Islands Protected Area and the French Marine Protected Areas Agency would accompany Hawaiian cultural researchers and a U.S. Fish and Wildlife Service archaeologist (Raymond) on Nihoa and Mokumanamana to observe cultural sites on both islands for a comparison between cultural sites located on the aforementioned islands to cultural sites in their home communities.

Subject to further consultation with the Monument's Native Hawaiian Cultural Working Group and Monument Management Board, the following projects might be appropriate on Nihoa and Mokumanamana and are part of this permit application with the understanding that further consultation and discussion is required:

1. Nihoa: Nk-20/Campsite restoration, stabilize/restore the retaining wall, remove sign/debris, and identify nearby but alternate camping tent/cot locations;
2. Nihoa: Remove weather stations at Site NK-8 and site NK-90 and reinstall in alternate off-site locations;
3. Nihoa: Record, infield analyze, map artifacts and features at site Nk-18, 19;
4. Nihoa: Map, infield analyze, record site complex Nh-56, 57, 58, 59, 60, 61, 62 in East Valley;
5. Mokumanamana: Remove debris (lumber, wire, old battery) at Site Nh-1 and others;
6. Mokumanamana: Document astronomical alignments and make solstice observations at select sites (requires overnight stay); and
7. Mokumanamana: Map and record in more detail ki'i workshop site, artifacts.

Personnel would abide by all quarantine protocols while on both islands including freezing new gear 72 hours prior to accessing either island, and walking in single-file (on each other's footprints) to avoid interaction with ground nesting seabirds. Personnel authorized to access Nihoa and Mokumanamana would be "tested" on their hiking abilities, as well as ability to follow directions, such as staying together in one tight group while hiking, and also avoiding any bird or egg disturbance, prior to accessing the Monument by hiking up and down the Makapu'u tide pool trail. This activity is also subject to successful completion of a Section 106 National Historic Preservation Act consultation.

Informal Presentations, and Discussion

Nightly informational presentations and informal discussions would be held aboard NOAA Ship HI'IALAKAI for further interaction between educators and researchers and between the western and cultural researchers themselves.

NOTE: If land or marine archeological activities are involved, contact the Monument Permit Coordinator at the address on the general application form before proceeding, as a customized application will be needed. For more information, contact the Monument office on the first page of this application.

9a. Collection of specimens - collecting activities (would apply to any activity): organisms or objects (List of species, if applicable, attach additional sheets if necessary):

Common name: No collections are necessary to accomplish these activities.

Scientific name:

& size of specimens:

Collection location:

☐ Whole Organism ☐ Partial Organism

9b. What will be done with the specimens after the project has ended?

9c. Will the organisms be kept alive after collection? ☐ Yes ☐ No

• Specific site/location:

• Is it an open or closed system? ☐ Open ☐ Closed

• Is there an outfall? ☐ Yes ☐ No

• Will these organisms be housed with other organisms? If so, what are the other organisms?

• Will organisms be released?

10. If applicable, how will the collected samples be transported out of the Monument?

11. Is your proposed activity based on a State Department of Education Standards Based Curriculum? If so, describe:

12. If applicable, describe how you are collaborating with others in any way to reduce duplicative activities in the Monument or elsewhere?

Activities conducted during this voyage are not duplicative of any other activities.

13. What materials, products or deliverables will be developed as a result of your proposed activity? Provide a time line for write-up and publication of information or production of educational materials:

Blogs and other communications will be posted from the ship during the expedition. These will be posted to www.hawaiianatolls.org among other sites. Educators will create lesson plans and activities while onboard. Images and video will be collected while onboard. All participants will be required to produce appropriate products and conduct at least 3 presentations.

14. List all specialized gear and materials to be used in this activity:

Laptops
Digital microscopes
Underwater camera and video equipment
MP3 recorders
Videoconferencing equipment

15. List all Hazardous Materials you propose to take to and use within the Monument:
N/A

16. Describe any fixed installations and instrumentation proposed to be set in the Monument:

17. List all Applicants' publications/references directly related to the proposed project:
Primary publications can be found on:
www.hawaiianatolls.org

With knowledge of the penalties for false or incomplete statements, as provided by 18 U.S.C. 1001, and for perjury, as provided by 18 U.S.C. 1621, I hereby certify to the best of my abilities under penalty of perjury of that the information I have provided on this application form is true and correct. I agree that the Co-Trustees may post this application in its entirety on the Internet. I understand that the Co-Trustees will consider deleting all information that I have identified as "confidential" prior to posting the application.

Signature

Date

**SEND ONE SIGNED APPLICATION VIA MAIL TO THE MONUMENT OFFICE
BELOW:**

Papahānaumokuākea Marine National Monument Permit Coordinator
6600 Kalaniana'ole Hwy. # 300
Honolulu, HI 96825
FAX: (808) 397-2662

DID YOU INCLUDE THESE?

- ☐ Applicant CV/Resume/Biography
- ☐ Intended field Principal Investigator CV/Resume/Biography
- ☐ Electronic and Hard Copy of Application with Signature
- ☐ Statement of information you wish to be kept confidential
- ☐ Material Safety Data Sheets for Hazardous Materials

Papahānaumokuākea Marine National Monument Compliance Information Sheet

1. Updated list of personnel to be covered by permit. List all personnel names and their roles here (e.g. John Doe, Diver; Jane Doe, Field Technician, Jerry Doe,

Medical Assistant):

1. Vincent A Collins, PI, and Chief Scientist
2. Randall Kosaki Ph.D., Science Coordinator
3. Hokuala Johnson, Assistant Coordinator
4. Pelika Bertelman, Educator (University of Hawai'i at Hilo)
5. Michelle Kapana-Baird, Educator, Cultural Practitioner (Kaiser High School)
6. Jessica Carew, Educator (Hawai'i School for Girls)
7. William Ailā, Cultural Practitioner, Researcher (State of Hawai'i DLNR)
8. Chadd Paishon, Educator, Navigator, Cultural Practitioner
9. Chris Bird Ph.D., Researcher (Hawai'i Institute of Marine Biology)
10. Hank Eharis, Cultural Practitioner, Researcher (Na Mamo o Muole'a)
11. Walter Pu, Cultural Practitioner, Researcher (Na Mamo o Muole'a)
12. Carl Meyer Ph.D., Researcher (Hawai'i Institute of Marine Biology)
13. Hideaki Tanoue Ph.D., Assistant Researcher for Dr. Meyer (University of Tokyo)
14. Keola Awong, Educator, Cultural Practitioner (Hawai'i Volcanoes National Park)
15. Heidi Kai Guth, Marine Manager (Office of Hawaiian Affairs)
16. Russell Amimoto, Educator, Navigator (The Nature Conservancy)
17. Anan Raymond, Archaeologist, Marine Manager (U.S. Fish and Wildlife Service)
18. TBN Marine Manager, Phoenix Islands Protected Area
19. Marie-Noelle Ottino, Archeologist and Ethnologist, Marquesas Specialist, member of the Marquesas Committee dedicated to the French Polynesian World Heritage nomination, French Polynesia
20. Pascal Erhel, Motu haka Secretary in charge of the Marquesas World Heritage nomination, French Polynesia

2. Specific Site Location(s): (Attach copies of specific collection locations):

Nihoa Island (land and water) – National Historic Preservation Act Section 106

Consultation pending

Mokumanamana Island (land and water) - National Historic Preservation Act Section 106

Consultation pending

French Frigate Shoals (land and water – Tern Island)

3. Other permits (list and attach documentation of all other related Federal or State permits): N / A

Marine Sanitation Device:
Type:

Explain in detail how you will comply with the regulations regarding discharge in the Monument. Describe in detail. If applicable, attach schematics of the vessel's discharge and treatment systems:

Other fuel/hazardous materials to be carried on board and amounts:

Provide proof of a National Oceanic and Atmospheric Administration (NOAA) Office of Law Enforcement-approved Vessel Monitoring System (VMS). Provide the name and contact information of the contractor responsible for installing the VMS system. Also describe VMS unit name and type:

VMS Email:
Inmarsat ID#:

* Individuals MUST ENSURE that a type-approved VMS unit is installed and that its automatic position reports are being properly received by the NOAA OLE system prior to the issuance of a permit. To make sure your VMS is properly configured for the NOAA OLE system, please contact NOAA OLE at (808) 203-2503 or (808) 203-2500.

* PERMITS WILL NOT BE ISSUED TO INDIVIDUALS ENTERING THE MONUMENT VIA VESSEL UNTIL NOAA OLE HAS CONTACTED THE MONUMENT PERMIT COORDINATOR WITH A 'POSITIVE CHECK' READING.

10. Tender information:

On what workboats (tenders) will personnel, gear and materials be transported within the Monument? List the number of tenders/skiffs aboard and specific types of motors:

1. 8m – Jetboat Launch – 270 hp Yanmar (Diesel)
2. 10m – Jetboat Launch – 315 hp Yanmar (Diesel)
3. Rescue Boat - Four Stroke 115 hp (Gas)
4. Northwinds RHIB – single outboard engine (Four Stroke 90hp)
5. 7-m – Safeboat Launch (Monument safeboat) Four Stroke 75 hp each)

Additional Information for Land Based Operations

11. Proposed movement of personnel, gear, materials, and, if applicable, samples:

12. Room and board requirements on island:

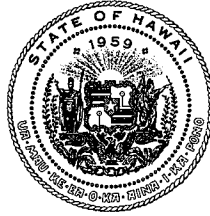
N/A

13. Work space needs:

DID YOU INCLUDE THESE?

- ☐ Map(s) or GPS point(s) of Project Location(s), if applicable
- ☐ Funding Proposal(s)
- ☐ Funding and Award Documentation, if already received
- ☐ Documentation of Insurance, if already received
- ☐ Documentation of Inspections
- ☐ Documentation of all required Federal and State Permits or applications for permits

LINDA LINGLE
GOVERNOR OF HAWAII



STATE OF HAWAII
DEPARTMENT OF LAND AND NATURAL RESOURCES
DIVISION OF AQUATIC RESOURCES
1151 PUNCHBOWL STREET, ROOM 330
HONOLULU, HAWAII 96813

April 28, 2010

TO: Division of Aquatic Resources File

THROUGH: Laura H. Thielen, Chairperson

FROM: Francis Oishi, Aquatic Biologist *FO*
Division of Aquatic Resources

DECLARATION OF EXEMPTION FROM THE PREPARATION OF AN ENVIRONMENTAL ASSESSMENT
UNDER THE AUTHORITY OF CHAPTER 343, HRS AND CHAPTER 11-200 HAR, FOR
PAPAHĀNAUMOKUĀKEA MARINE NATIONAL MONUMENT EDUCATION PERMIT TO VINCENT
COLLINS, NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION, PAPAHĀNAUMOKUĀKEA
MARINE NATIONAL MONUMENT, FOR ACCESS TO STATE WATERS TO CONDUCT AN
INTERDISCIPLINARY EDUCATORS PROGRAM UNDER PERMIT PMNM-2010-040.

The following permitted activities are found to be exempted from preparation of an
environmental assessment under the authority of Chapter 343, HRS and Chapter 11-200, HAR:

Project Title:

Papahānaumokuākea Marine National Monument Education Permit to Vincent Collins, National
Oceanic and Atmospheric Administration, Papahānaumokuākea Marine National Monument, for
Access to State Waters to Conduct an Interdisciplinary Educators Program.

Permit Number: PMNM-2010-040.

Project Description:

The education permit application, as described below, would allow entry and activities to occur
in Papahānaumokuākea Marine National Monument (Monument), including the NWHI State
waters from approximately June 17, 2010 through June 26, 2010.

This is an effort to provide an opportunity for educators, cultural experts, marine managers,
scientists, and community leaders to visit the Monuments' habitats and wildlife for the purpose
of learning about management concerns for Papahānaumokuākea, and sharing their methods
and expertise with each other and the experience with their respective students and communities.
While in the Monument activities conducted would include snorkeling and monitoring activities,
as well as shadowing three western and cultural researcher pairs focusing on research currently
undertaken in the Monument.

The proposed activities are in direct support the Monument Management Plan's priority
management needs through action plan 3.5.4 – Ocean Ecosystems Literacy.

LAURA H. THIELEN
CHAIRPERSON
BOARD OF LAND AND NATURAL RESOURCES
COMMISSION ON WATER RESOURCE MANAGEMENT

KEN C. KAWAHARA
DEPUTY DIRECTOR - WATER

RUSSELL TSUJI
DEPUTY DIRECTOR - LAND

AQUATIC RESOURCES
BOATING AND OCEAN RECREATION
BUREAU OF CONVEYANCES
COMMISSION ON WATER RESOURCE MANAGEMENT
CONSERVATION AND COASTAL LANDS
CONSERVATION AND RESOURCES ENFORCEMENT
ENGINEERING
FORESTRY AND WILDLIFE
HISTORIC PRESERVATION
KAHOOLAWE ISLAND RESERVE COMMISSION
LAND
STATE PARKS

April 28, 2010

The Ocean Ecosystems Literacy Action Plan specifies to support efforts to continue teacher and class-at-sea programs on an annual basis. Activities to support education, including those that “continue to provide educational opportunities for teachers and students at the NWHI”, such as those to be carried out by the permittee, are addressed in the Monument Management Plan Environmental Assessment. This EA summarizes that the natural environment would be protected and the strong cultural and spiritual ties of Native Hawaiians to the NWHI would be maintained through educational expeditions to the NWHI, and that this could result in beneficial effects on cultural and historic resources. (PMNM MMP Vol 2, p.197).

Consulted Parties:

The permit application was sent out for review and comment to the following scientific and cultural entities: Hawaii Division of Aquatic Resources, Hawaii Division of Forestry and Wildlife, Papahānaumokuākea Marine National Monument (NOAA/NOS), NOAA Pacific Islands Regional Office (NOAA-PIRO), United States Fish and Wildlife Service Hawaiian and Pacific Islands National Wildlife Refuge Complex Office, and the Office of Hawaiian Affairs (OHA). In addition, the permit application has been posted on the Monument Web site since March 15th, giving the public an opportunity to comment. The application was posted within 40 days of its receipt, in accordance with the Monument’s Public Notification Policy.

Exemption Determination:

After reviewing HAR § 11-200-8, including the criteria used to determine significance under HAR § 11-200-12, DLNR has concluded that the activities under this permit would have minimal or no significant effect on the environment and that issuance of the permit is categorically exempt from the requirement to prepare an environmental assessment based on the following analysis:

1. All activities associated with this permit, including snorkeling and monitoring, have been evaluated as a single action. As a preliminary matter, multiple or phased actions, such as when a group of actions are part of a larger undertaking, or when an individual project is precedent to or represents a commitment to a larger project, must be grouped together and evaluated as a single action. HAR § 11-200-7. This permit does not involve an activity that is precedent to a later planned activity.

2. The Exemption Class for Resource Evaluation with no Serious or Major Environmental Disturbance Appears to Apply. Chapter 343, HRS, and section 11-200-8, HAR, provide for a list of classes of actions exempt from environmental assessment requirements. HAR §11-200-8.A.5. specifically exempts the class of actions which involve “basic data collection, research, experimental management, and resource evaluation activities, which do not result in a serious or major disturbance to an environmental resource.” This exemption class has been interpreted to include “surveys, censuses, inventories, studies, photographing, recording, sampling, collection, culture and captive propagation of aquatic biota”, such as those being proposed.

The proposed monitoring activities here appear to fall squarely under the exemption class #5, exempt item #4 as described under the former Fish and Game Division exemption list published in January 19, 1976. Surveys, inventories, and photography are considered monitoring activities used in resource evaluation. As discussed below, no significant disturbance to any environmental resource is anticipated. Thus, so long as the below considerations are met, an exemption class should include the action now contemplated.

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3. Cumulative Impacts of Actions in the Same Place and Impacts with Respect to the Potentially Particularly Sensitive Environment Will Not be Significant. Even where a categorical exemption appears to include a proposed action, the action cannot be declared exempt if “the cumulative impact of planned successive actions in the same place, over time, is significant, or when an action that is normally insignificant in its impact on the environment may be significant in a particularly sensitive environment.” HAR § 11-200-8.B. To gauge whether a significant impact or effect is probable, an exempting agency must consider every phase of a proposed action, any expected primary and secondary consequences, the long-term and short-term effects of the action, the overall and cumulative effect of the action, and the sum effects of an action on the quality of the environment. HAR § 11-200-12. Examples of actions which commonly have a significant effect on the environment are listed under HAR § 11-200-12.

Since the designation of the Monument, one project of this type has been undertaken to date. A similar permit was issued for a teacher group to conduct marine activities at Nihoa, Mokumanamana and French Frigate Shoals in 2008, (PMNM-2008-040). There were no deleterious effects from the previous projects. With this in mind, significant cumulative impacts are not anticipated as a result of this activity, and numerous safeguards further ensure that the potentially sensitive environment of the project area will not be significantly affected. All activities will be conducted in a manner compatible with the management direction of the Monument Proclamation in that the activities do not diminish monument resources, qualities, and ecological integrity, or have any indirect, secondary, cultural, or cumulative effects. The joint permit review process did not reveal any anticipated indirect or cumulative impacts, nor did it raise any cultural concerns, that would occur as a result of these activities.

It is reasonable to expect that an additional similar permit may be issued for these types of activities aboard NOAA Ship HI'IALAKAI every other year, the next one being in summer, 2012. No collections of any biological, historic or cultural resources have ever taken place under these permits.

There will be two other active permits on the June NOAA Ship HI'IALAKAI cruise. The ship will be conducting routine operations under permit PMNM-2010-007; and Carl Meyer will be conducting sharking tagging and tracking activities, under permit PMNM-2010-019, in conjunction with the educational program. In addition, a separate education permit may be issued for the field component of a University of Hawaii undergraduate course to take place earlier in June 2010 within the Northwestern Hawaiian Islands at Mokumanamana and French Frigate Shoals (PMNM-2010-029 pending). That permit may authorize operation of a vessel (R/V ROBERT SEAMANS), snorkeling, and plankton tows. The culmination of these four permits, which would bring a total of 89 people into an approximately 837 sq. km. area of State waters in the Monument over a one month period, is not anticipated to have significant cumulative impacts.

Since no significant cumulative impacts or significant impacts with respect to any particularly sensitive aspect of the project area are anticipated, the categorical exemptions identified above should remain applicable.

4. Overall Impacts will Probably be Minimal and Insignificant. Any foreseeable impacts from the proposed activity will probably be minimal, and further mitigated by general and specific conditions attached to the permit. Specifically, all education activities covered by this permit

April 28, 2010

will be carried out with strict safeguards for the natural, historic, and cultural resources of the Monument as required by Presidential Proclamation 8031, other applicable law and agency policies and standard operating procedures. The permittee, Monument staff, and voyage participants would engage in planning meetings in advance of the cruise to ensure complete knowledge of necessary safeguards, cultural awareness and protocols. Participants would be escorted and supervised at all times in the field.

Conclusion. Upon consideration of the permit to be approved by the Board of Land and Natural Resources, the potential effects of the above listed project as provided by Chapter 343, HRS and Chapter 11-200 HAR, have been determined to be of probable minimal or no significant effect on the environment and exempt from the preparation of an environmental assessment.

Laura H. Thielen
Board of Land and Natural Resources

Date